

Pepperhill Elementary

3300 East Creola Rd.
North Charleston, SC 29420

| | | |
|-----------------------|------------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 492 Students | |
| Principal | Amy E. Mims | 843-767-5905 |
| Superintendent | Dr. Maria L. Goodloe-Johnson | 843-937-6319 |
| Board Chair | Ms. Nancy Cook | 873-760-2635 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 6 | 44 | 64 | 11 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Average | Yes |
| 2005 | Below Average | Unsatisfactory | Yes |
| 2006 | Below Average | Below Average | Yes |

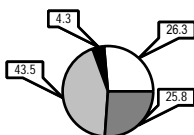
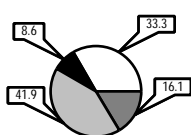
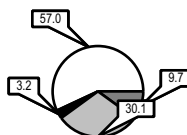
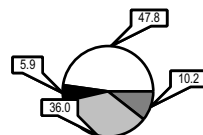
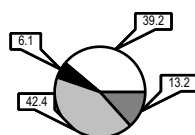
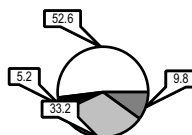
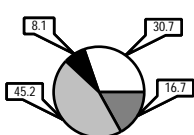
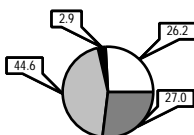
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 211 | 98.1 | 26.4 | 44.0 | 25.3 | 4.4 | 43.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 110 | 97.3 | 30.8 | 39.6 | 25.3 | 4.4 | 42.9 | N/A | N/A |
| Female | 101 | 99.0 | 22.0 | 48.4 | 25.3 | 4.4 | 44.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 27 | 100.0 | 20.8 | 50.0 | 16.7 | 12.5 | 50.0 | I/S | I/S |
| African American | 161 | 98.1 | 26.3 | 43.8 | 26.3 | 3.6 | 42.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 23 | 95.7 | 33.3 | 38.1 | 28.6 | 0.0 | 42.9 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 197 | 100.0 | 24.4 | 45.5 | 25.6 | 4.5 | 44.3 | N/A | N/A |
| Disabled | 14 | 71.4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 211 | 98.1 | 26.4 | 44.0 | 25.3 | 4.4 | 43.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 43.8 | 37.5 | 18.8 | 0.0 | 31.3 | I/S | I/S |
| Non-Limited English Proficient | 194 | 97.9 | 24.7 | 44.6 | 25.9 | 4.8 | 44.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 172 | 97.7 | 26.0 | 43.3 | 26.7 | 4.0 | 42.7 | Yes | Yes |
| Full-pay meals | 39 | 100.0 | 28.1 | 46.9 | 18.8 | 6.3 | 46.9 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 210 | 98.1 | 33.7 | 41.4 | 16.0 | 8.8 | 38.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 109 | 97.2 | 30.0 | 38.9 | 18.9 | 12.2 | 45.6 | N/A | N/A |
| Female | 101 | 99.0 | 37.4 | 44.0 | 13.2 | 5.5 | 30.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 27 | 100.0 | 25.0 | 33.3 | 16.7 | 25.0 | 58.3 | I/S | I/S |
| African American | 160 | 98.1 | 34.6 | 44.9 | 15.4 | 5.1 | 34.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 23 | 95.7 | 38.1 | 28.6 | 19.0 | 14.3 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 197 | 100.0 | 33.0 | 41.5 | 16.5 | 9.1 | 39.2 | N/A | N/A |
| Disabled | 13 | 69.2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 210 | 98.1 | 33.7 | 41.4 | 16.0 | 8.8 | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 50.0 | 25.0 | 12.5 | 12.5 | 31.3 | I/S | I/S |
| Non-Limited English Proficient | 193 | 97.9 | 32.1 | 43.0 | 16.4 | 8.5 | 38.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 171 | 97.7 | 33.6 | 42.3 | 16.8 | 7.4 | 36.2 | Yes | Yes |
| Full-pay meals | 39 | 100.0 | 34.4 | 37.5 | 12.5 | 15.6 | 46.9 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 210 | 98.6 | 56.8 | 30.3 | 9.7 | 3.2 | 13.0 |
| Gender | | | | | | | |
| Male | 109 | 97.2 | 50.5 | 31.2 | 12.9 | 5.4 | 18.3 |
| Female | 101 | 100.0 | 63.0 | 29.3 | 6.5 | 1.1 | 7.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 27 | 100.0 | 29.2 | 33.3 | 25.0 | 12.5 | 37.5 |
| African American | 160 | 98.8 | 61.2 | 30.2 | 7.9 | 0.7 | 8.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 23 | 95.7 | 59.1 | 27.3 | 4.5 | 9.1 | 13.6 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 197 | 100.0 | 56.8 | 29.5 | 10.2 | 3.4 | 13.6 |
| Disabled | 13 | 76.9 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 210 | 98.6 | 56.8 | 30.3 | 9.7 | 3.2 | 13.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 68.8 | 18.8 | 6.3 | 6.3 | 12.5 |
| Non-Limited English Proficient | 193 | 98.4 | 55.6 | 31.4 | 10.1 | 3.0 | 13.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 171 | 98.2 | 58.2 | 30.7 | 9.8 | 1.3 | 11.1 |
| Full-pay meals | 39 | 100.0 | 50.0 | 28.1 | 9.4 | 12.5 | 21.9 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 210 | 98.6 | 47.6 | 36.2 | 10.3 | 5.9 | 16.2 |
| Gender | | | | | | | |
| Male | 109 | 97.2 | 44.1 | 32.3 | 17.2 | 6.5 | 23.7 |
| Female | 101 | 100.0 | 51.1 | 40.2 | 3.3 | 5.4 | 8.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 27 | 100.0 | 33.3 | 33.3 | 25.0 | 8.3 | 33.3 |
| African American | 160 | 98.8 | 48.9 | 37.4 | 7.9 | 5.8 | 13.7 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 23 | 95.7 | 54.5 | 31.8 | 9.1 | 4.5 | 13.6 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 197 | 100.0 | 46.0 | 36.9 | 10.8 | 6.3 | 17.0 |
| Disabled | 13 | 76.9 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 210 | 98.6 | 47.6 | 36.2 | 10.3 | 5.9 | 16.2 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 17 | 100.0 | 62.5 | 25.0 | 6.3 | 6.3 | 12.5 |
| Non-Limited English Proficient | 193 | 98.4 | 46.2 | 37.3 | 10.7 | 5.9 | 16.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 171 | 98.2 | 46.4 | 39.2 | 8.5 | 5.9 | 14.4 |
| Full-pay meals | 39 | 100.0 | 53.1 | 21.9 | 18.8 | 6.3 | 25.0 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 79 | 100.0 | 17.4 | 43.5 | 34.8 | 4.3 | 39.1 |
| | 4 | 75 | 98.7 | 38.8 | 58.2 | 3.0 | 0.0 | 3.0 |
| | 5 | 90 | 100.0 | 36.9 | 53.6 | 9.5 | 0.0 | 9.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 100.0 | 10.5 | 35.1 | 40.4 | 14.0 | 54.4 |
| | 4 | 64 | 96.9 | 31.6 | 40.4 | 28.1 | 0.0 | 28.1 |
| | 5 | 79 | 97.5 | 35.3 | 54.4 | 10.3 | 0.0 | 10.3 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 79 | 100.0 | 21.7 | 53.6 | 15.9 | 8.7 | 24.6 |
| | 4 | 75 | 100.0 | 50.0 | 33.8 | 14.7 | 1.5 | 16.2 |
| | 5 | 90 | 100.0 | 45.2 | 41.7 | 10.7 | 2.4 | 13.1 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 100.0 | 14.0 | 52.6 | 21.1 | 12.3 | 33.3 |
| | 4 | 63 | 96.8 | 35.7 | 33.9 | 21.4 | 8.9 | 30.4 |
| | 5 | 79 | 97.5 | 48.5 | 38.2 | 7.4 | 5.9 | 13.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 79 | 100.0 | 46.4 | 42.0 | 11.6 | 0.0 | 11.6 |
| | 4 | 75 | 100.0 | 77.9 | 20.6 | 1.5 | 0.0 | 1.5 |
| | 5 | 90 | 100.0 | 81.0 | 17.9 | 1.2 | 0.0 | 1.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 100.0 | 38.6 | 43.9 | 12.3 | 5.3 | 17.5 |
| | 4 | 63 | 98.4 | 53.4 | 29.3 | 13.8 | 3.4 | 17.2 |
| | 5 | 79 | 97.5 | 74.3 | 20.0 | 4.3 | 1.4 | 5.7 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 79 | 100.0 | 34.8 | 42.0 | 15.9 | 7.2 | 23.2 |
| | 4 | 75 | 100.0 | 42.6 | 55.9 | 1.5 | 0.0 | 1.5 |
| | 5 | 90 | 100.0 | 58.3 | 39.3 | 1.2 | 1.2 | 2.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 68 | 100.0 | 28.1 | 42.1 | 15.8 | 14.0 | 29.8 |
| | 4 | 63 | 98.4 | 44.8 | 34.5 | 17.2 | 3.4 | 20.7 |
| | 5 | 79 | 97.5 | 65.7 | 32.9 | 0.0 | 1.4 | 1.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 492) | | | | |
| First graders who attended full-day kindergarten | 83.7% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 2.7% | No change | 3.4% | 2.8% |
| Attendance rate | 96.1% | Down from 96.2% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.9% | Down from 4.6% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.9% | Down from 3.3% | 0.0% | 0.0% |
| Eligible for gifted and talented | 4.2% | Up from 3.2% | 6.4% | 10.4% |
| On academic plans | 54.2% | N/AV | 46.0% | 33.6% |
| On academic probation | 0.0% | N/AV | 0.3% | 1.0% |
| With disabilities other than speech | 3.2% | Down from 6.0% | 8.2% | 7.5% |
| Older than usual for grade | 0.0% | Down from 0.2% | 1.3% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.2% | Up from 0.0% | 0.0% | 0.0% |
| Teachers (n= 37) | | | | |
| Teachers with advanced degrees | 40.5% | Down from 43.6% | 51.3% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 4.0% | N/A | 3.3% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 5.7% | 0.0% | 0.0% |
| Teachers returning from previous year | 90.4% | Up from 88.3% | 87.0% | 87.3% |
| Teacher attendance rate | 93.6% | Down from 96.3% | 94.8% | 94.9% |
| Average teacher salary | \$42,223 | Up 0.9% | \$41,711 | \$42,485 |
| Prof. development days/teacher | 16.5 days | Up from 14.6 days | 13.3 days | 13.3 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.3 to 1 | Up from 18.5 to 1 | 17.5 to 1 | 18.6 to 1 |
| Prime instructional time | 87.0% | Down from 89.9% | 89.4% | 89.7% |
| Dollars spent per pupil* | \$6,280 | Up 26.8% | \$6,909 | \$6,557 |
| Percent of expenditures for teacher salaries* | 54.0% | Down from 69.3% | 63.2% | 64.0% |
| Percent of expenditures for instruction* | 68.3% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development | Excellent | No change | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 10.7% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 10.5% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At Pepperhill Elementary School we have organized a climate of performance excellence in which student achievement will continue to soar to new heights. In Year Two of Pepperhill P.R.I.D.E. (Plan for Rigorous Interventions to Develop Excellence), we continued to improve areas of weakness identified throughout the school. P.R.I.D.E. targets the areas of Literacy, Assessment and Diagnosis of Student Learning Needs, High Expectations of all Partners, Early Childhood Initiatives, School Learning Environment and Organizational Structure to increase student achievement as measured by PACT and other performance assessments over the next three years. Teams of staff members, parents, and administrators met frequently to monitor the results of our efforts in curriculum, grade level team, School Improvement, Title I Council, PTA and CORE Team meetings.

Major programs which address student achievement offered in 2005-06 include Walk to Read, RIT Band Cross Grade Level Instruction for all students in reading and math in grades K-5, Write Traits, Accelerated Reader, Literacy Coach, SOAR to Success reading comprehension program, Reading Soul Mates, Computer Assisted Instruction, Positive Behavior Supports, Character Education, School to Career initiatives, Power Lunch, small group academic assistance for students with deficiencies, Saturday Academy, and Boys and Girls Club after school program. Special services available to all students were provided by a full-time registered nurse, mental health counselor, guidance counselor, and part-time school psychologist.

Staff development focused on Mike Schmoker's Results, Data Driven Instructional Decision Making, Balanced Literacy, and Using Assessments to Improve Student Achievement.

Our School Improvement/ Title I Council grew to the largest consistent membership in over five years. Parent and community volunteers logged over 1000 hours of service in our school. We celebrate the many accomplishments made as a result of the diligent work of teachers and staff, parents, community, and students themselves this year. Through strengthening and continued positive partnerships between Pepperhill Elementary School parents, community members, and staff, we expect continued increases in student achievement.

Amy E. Mims, Principal
Etheline Mizell, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 32 | 58 | 34 |
| Percent satisfied with learning environment | 100.0% | 94.8% | 97.0% |
| Percent satisfied with social and physical environment | 96.9% | 85.7% | 85.3% |
| Percent satisfied with school-home relations | 77.4% | 94.7% | 94.1% |

*Only students at the highest elementary school grade level at this school and their parents were included.